1F Academics and Clinical Relationship

A Search for

2 Committee: Minutes, Agenda, memoranda, notes 1931-1942

a 1931-1942

Miss Johnson.

Tentative Standards
for
Schools of Nursing Seeking Connection with a College or University

RECOMMENDED BY THE

COMMITTEE FOR THE STUDY OF NURSING EDUCATION
IN COLLEGES AND UNIVERSITIES

APPROVED BY THE

NATIONAL LEAGUE OF NURSING EDUCATION
MAY, 1931

COMMITTEE FOR THE STUDY OF NURSING EDUCATION IN COLLEGES AND UNIVERSITIES OF THE NATIONAL LEAGUE OF NURSING EDUCATION

MARY BEARD
Rockefeller Foundation
61 Broadway, New York, New York

ELIZABETH C. BURGESS, *ex officio*
Teachers College, New York, New York

ELIZABETH FOX
Visiting Nurse Association
New Haven, Connecticut

NINA D. GAGE, *ex officio*
450 Seventh Ave., New York, New York

ANNIE W. GOODRICH
Yale University School of Nursing
New Haven, Connecticut

CARRIE M. HALL
Peter Bent Brigham Hospital
Boston, Massachusetts

NELLIE X. HAWKINSON
School of Nursing, Western Reserve University, Cleveland, Ohio

MARY M. ROBERTS
450 Seventh Ave., New York, New York

ISABEL M. STEWART
Teachers College, New York, New York

HELEN WOOD
Strong Memorial Hospital
Rochester, New York

BLANCHE PFEFFERKORN, *Secretary*
440 East 26th St., New York, New York

CAROLYN E. GRAY, *Chairman*
402 West 119th St., New York, New York

Tentative Standards for Schools of Nursing Seeking Connection with a College or University[1]

THESE standards are suggested for schools of nursing seeking connection with a college or university in order that the clinical content of the professional course in nursing may be recognized and given credit toward a Bachelor's degree. The committee wishes to emphasize that these standards are neither final nor complete, but rather tentative and minimum and whenever possible higher standards should be sought. They are based on the following objectives.

Objectives

1. The nursing school a real school, with education its primary purpose.
2. The nursing school economically independent and able to provide all the essentials for a sound educational program in nursing.
3. A paid staff in the hospital to make it possible for the school to carry out a well-balanced program of education without sacrificing either the patient or the student.
4. Size of student body regulated in accordance with the educational resources which the school can command, and the conditions of supply and demand in the field.
5. Quality of product rather than quantity especially in view of the present overproduction of nurses for rank and file positions and the great scarcity of nurses for more responsible positions.
6. Preparation for general practice to include the elements of public health nursing so that specialized postgraduate training is not needed to fit graduates for staff positions in public health nursing services.
7. Basic course to provide a sound foundation on which student may later build for teaching, supervisory, or administrative work.
8. Basic course to be on an optimum not a minimum educational level.
9. Waste of time and effort to be reduced by cutting down non-educational routine wherever possible.
10. Nursing to be interpreted in the broader sense as including care of common mental conditions, care of patient's environment, and disease prevention, as well as bedside care.
11. Preparation to be for future as well as immediate responsibilities of student and for practice in different kinds of homes and communities.
12. Preparation to be well rounded emphasizing the sciences and the social as well as the technical aspects of nursing.
13. Instruction and discipline of the type to produce not merely trained but educated professional nurses, fitted to adjust to a wide variety of situations, to practice on a professional basis, and to continue growing after the period of training.
14. All students encouraged to develop as far as they can, and special efforts made to attract and develop potential leaders.
15. Student nurses to be not only teachers of health but examples of health and wholesome living.

[1] These standards have been compiled, by the Committee for the Study of Nursing Education in Colleges and Universities of the National League of Nursing Education, from the *Survey of the Lincoln School of Nursing*, made by the Department of Nursing Education of Teachers College, Columbia University, New York, in 1928–29, the *Curriculum* of the National League of Nursing Education, the *Proceedings of the Conference on Nursing Schools Connected with Colleges and Universities*, and the deliberations of the Committee. The report has been accepted by the League.

16. Nursing practice to be steadily improved through the application of knowledge and through the stimulation of the initiative and creative ability of students and staff.

Faculty Organizations

1. That the faculty should be organized on a basis recognized by the university for faculty membership; that other appointees not qualified for faculty rank could be considered members of the educational staff, but they would be expected to qualify by further academic preparation for promotion to faculty rank.
2. That the faculty should have the power to prescribe the curriculum and the conditions under which students live and work in hospitals, such as hours of duty, length of assignments in various services, supervision of students at work and in residence.
3. That the faculty should have the power to recommend students for degrees and diplomas.

Faculty Preparation[2]

1. *Principal of the School of Nursing*
   a) Academic qualifications entitling her to the same rank as the heads of other schools or departments in the college or university with which connection is sought.
   b) Graduation from an accredited nursing school.
   c) Registration in state in which school is located.
   d) From three to five years in educational and administrative experience in schools of nursing.
2. *Assistants*
   a) Minimum of two years of work beyond high school in college or normal school.
   b) Graduation from an accredited nursing school.
   c) Registration in state in which school is located.
   d) A minimum of two years' educational and administrative experience in schools of nursing.
3. *Instructors*
   a) Minimum of two years of work beyond high school in college or normal school.
   b) Graduation from an accredited nursing school.
   c) Registration in state in which school is located.
   d) Special preparation in the subject matter she is to teach and methods of teaching in nursing schools.
4. *Supervisors*
   a) Minimum of two years' work beyond high school in college or normal school.
   b) Graduation from an accredited nursing school.
   c) Registration in state in which school is located.
   d) Experience as head nurse demonstrating executive ability.
   e) Special knowledge of and experience in the clinical subjects of services supervised, and in the teaching of such subjects.
5. *Head nurses*
   a) Graduation from an accredited four-year high school course or its equivalent.
   b) Graduation from an accredited nursing school.
   c) Registration in state in which school is located.
   d) Private duty, general duty, or assistant head nurse position for one year before appointment, or previous educational or administrative experience.

[2] In certain instances it may be desirable to modify the educational requirements of one or more members of the faculty, where their experience and the standards of their work are such as to entitle them to special consideration.

e) Special preparation for teaching and ward management strongly recommended and required as soon as possible.

6. *Faculty rank*

All faculty members should qualify academically for the rank to which they are entitled.

Teaching Load

Subjects.—Not more than three major subjects.

Hours.—On the basis of a 48-hour week for all members of the faculty, it is understood that two hours of preparation should be allowed for each hour of class instruction.

Teaching shall be of college grade and worthy of college credit.

Budget

THAT members of the faculty be appointed as administrative officers or as a committee to prepare a budget subject to the usual form of approval of the university, and that the budget allow at least the minimum amount for expenditure on the education of student nurses that is allowed other similar groups of students in the university.

Entrance and Graduation Requirements

THAT students of nursing, both degree and diploma, meet the entrance requirements accepted by the college or university and that exceptions be handled by the Committee on Admissions; also that degree students of nursing meet the graduation requirements of college or university; diploma students meet college or university requirements for certification.

Curriculum

1. *Minimum of class work.*—This should at least equal that outlined in the *Curriculum* of the National League of Nursing Education, in which 825 hours are devoted to classroom instruction and 6,250 hours to nursing practice, the latter being considered as laboratory work, which is under constant supervision and accompanied by continuous case study and instruction by the head nurses and supervisors in charge of the clinical divisions. While the ratio of classroom work to practice is therefore about 1 to 7.5 hours, the actual number of hours devoted to theory should be much higher than this ratio would seem to indicate. Enrichment of the hours of theory should be made as rapidly as possible. Of equal importance to the total number of hours of formal instruction is the proportion of time assigned to the main subject groups. In the *Curriculum*, for example, approximately 25 per cent of the time is devoted to the basic sciences, anatomy and physiology, chemistry, bacteriology, and psychology; 63 per cent to the technical aspects of nursing and clinical subjects and the remaining 12 per cent to the general professional subjects, history and ethics of nursing, modern social and health movements, survey of the nursing field, and professional problems.

2. *Sequence of subjects and services.*—The first essential in arranging the materials in a curriculum is that they should be put in the best possible learning order. Fundamental skills and ideas which are to be used continuously should come as early as possible. Theory and practice should proceed together and should support and strengthen each other. The more general subjects should come before the special, and the simpler and less complicated procedures before the more difficult and responsible ones. There should be a definite progression from one level to another with enough new experience to keep the student

interested and working up to her capacity in tasks of increasing difficulty. There should be no period when she is simply marking time or repeating over and over procedures already familiar to her.

3. *Correlation of theory and practice.*—Although it may not always be possible to give theory and practice concurrently, it is undesirable to have theory precede practice by too long a time. Inasmuch as theory and practice should be definitely related, it is preferable to have supervisors in charge of each of the clinical departments assume responsibility for classroom teaching as well as for practical training in their special branch of work.

4. *Distribution of assigned work.*—In planning the curriculum for any school, the hours of theory and practice, including study, should be so distributed that the student load is neither too heavy nor too light at any time. It is not desirable, however, that the hours of classwork should be evenly distributed throughout the three years. There are so many things that the young student must understand and so many technics that she must master before she is ready to assume responsibility for the care of sick people, that it has been found to be a better educational plan and also more economical for the hospital to concentrate the major portion of the formal classroom instruction in the first year, with due allowance for the correlation of theory and practice, the remainder being distributed between the second and third years. Time for study must be definitely provided for or the teaching will be of very limited value. In most professional schools two hours of study for one hour of class would be the minimum but since student nurses are presumably doing some study of a practical kind when they are in the wards, the minimum has been set at one and one-half hours of study for each hour of class. This should be definitely provided for in the student's schedule, the assigned time for class, study, and ward practice not to exceed fifty-seven hours weekly.

5. *Required clinical experience* should include medical, surgical, pediatric, and obstetric nursing in both wards and out-patient departments. Clinical experiences in communicable, psychiatric, and specialties, as eye, ear, nose, and throat nursing, should be included as soon as suitable courses under proper conditions can be secured.

6. *The Curriculum* of the National League of Nursing Education should be referred to as a guide for sequence in assignment to each service, as well as length of assignment.

7. The theoretical instruction and practical experience of each student should be comparable to that of all the other students in the same class.

Hours

THE weekly schedule, including theory and practice, should not exceed forty-eight hours and should allow one full free day each week. For each hour of class one and one-half hours should be provided for study.

Vacations

AT least four weeks within each twelve months.

Health

A SYSTEM of periodic health examinations as for other college students.

Records

RECORDS should be so kept as to show what the student actually has received in both theory and practice.

Clinical Facilities

A HOSPITAL should have an acute general service [3] and command of clinical facilities equivalent to a daily average census of not less than 100 patients in order to carry out the program as outlined. The number of students enrolled yearly should not exceed the number for whom adequate clinical experience can be provided in the required services either in the home hospital or through affiliation.

Physical Facilities

CLASSROOMS, laboratories, demonstration rooms, and library for students' use during hospital portion of the nursing course should be equal to those provided by the college or university for students in other courses.

Housing and Living Conditions

IT is hardly possible to overestimate the importance of the conditions under which student nurses live and work. These conditions affect most deeply their health, spirit, and general power to handle their work efficiently or to derive benefit from the professional course offered. Among the essentials which should be provided in students' residences are single rooms for all students. Double rooms should be used only when absolutely unavoidable and should be looked upon as a temporary and undesirable expedient. Student nurses acquire their professional preparation under peculiarly difficult and exacting conditions, and are subject to certain strains and responsibilities which do not obtain in most other professional fields. They need the quiet and privacy of individual rooms, especially when on duty at night. These rooms should be comfortable and should be supplied with good beds, writing tables, and shelves for books and papers, and should always be provided with good lights. The standards of living for the student must be such as she will be expected to apply in the homes and institutions in which she works and teaches. These standards include the maintenance of orderly and hygienic surroundings and immaculate personal cleanliness. The lavatories should provide ample facilities for this, and not less than one bathroom for five students is looked upon as meeting modern requirements. The dietary should be especially adapted to students engaged in arduous work involving physical as well as mental strain and such disruption of normal life as night duty or unusual duty usually brings. No body of persons in the hospital needs more careful consideration on this point than the staff of student nurses. There should be a carefully worked out menu and the food should be well selected, well cooked, and attractively served. There should be suitable reception and sitting rooms and such service as is necessary in maintaining a dignified, orderly, attractive, and homelike household.

Social Life

A NUMBER of schools are now employing social directors, or house mothers, to look after those aspects of the students' home life to which the principal and staff cannot possibly give much attention owing to their other engrossing duties. Definite provision is thus made for developing a wholesome and stimulating social life, and for the introduction of outside interests which the student nurse particularly needs.

[3] An acute service is one where the number of admissions per bed per year averages from twelve to twenty or over.

Organization and Administration

THE immediate control or interests of the school of nursing shall be vested in a special committee made up of

Representative of the governing board of the hospital
Representative of the medical staff
Superintendent of the hospital
Principal of the school of nursing
Representatives of the faculty of the college or u iversity with which the school is aiming to establish connection
Representative women prominent in educational, social, and civic work

Schools are encouraged to take advantage of any opportunities for affiliation or other use of the resources of institutions of higher education. The Committee, however, has expressed itself and has voted disapproval of any school of nursing announcing itself as a university school until such time as the existing school has been brought into substantial agreement with the standards as recommended by this report.

Agencies Accrediting Colleges

CHRISTIAN Education—Handbook for 1931 (obtainable from the Council of Church Boards of Education in the United States, 111 Fifth Avenue, New York City) contains the most concise and useful compilation of data on standards for colleges which the Committee has been able to find. These standards are listed under the various agencies that accredit colleges and universities. Bulletin 1930, No. 119, *Accredited Higher Institutions*, prepared by the Office of Education, United States Department of the Interior, Washington, D. C., also gives valuable information. The Committee is of the opinion that the faculty of any school of nursing considering an academic affiliation should familiarize itself with the standards of the agency that accredits the college or university with which it is seeking connection.

The Committee

THE members of the Committee for the Study of Nursing Education in Colleges and Universities of the National League of Nursing Education are: Mary Beard, Elizabeth C. Burgess, *ex officio*, Nina D. Gage, *ex officio*, Annie W. Goodrich, Elizabeth Fox, Carrie M. Hall, Nellie X. Hawkinson, Mary M. Roberts, Isabel M. Stewart, Helen Wood, Blanche Pfefferkorn, Secretary, and Carolyn E. Gray, Chairman.

Report of Committee Nursing Education
Joint Association of Governing Bodies of Colleges
Jan. 1933

Signed. G. M. Schofields -
E. P. Lyon - Bachmeyer

In case of nursing schools affiliated to medical schools - "types of institutions and general standards of nursing may affect the selection of physicians - (which is responsibility of Ass. of Medical Colleges.

General Point of View of Ass -
Interest - but does not mean that med. School dominate the selection - Nursing should conduct its educational machinery with the advice and aid of other educators -

Basis

Good intelligence - considerable scientific attainment adequate experience - Technical training - outlook - personality - minimum education demanded of public school teachers -

Therefore -
Nursing merits educational advantages - other professions. medical prep. Have until recent' time funny ed. for.
Nursing education closed integrated other ed. field.
made part of academic university & colleges -
standards & ed. leaders - equipment - facilities.

Grown up in hospitals -
cannot be disregarded -

University has 3 specific functions. (2)

(1) Conservation - teaching - accumulation - particular teaching

(2) Model 3 yr. course - but only practice allowed

(3) Increasing higher sch. level - 5 yr. course -

Advantages continued.

Real reason should be preparation of better runners - ~~our part~~
But jealous of our prestige - when we believe ~~it is necessary~~
Here is danger of our prestige being jeopardized all concerned
should give the greatest benefit commensurate.
~~Others are~~

We need only to look around us to see that others have felt as
we feel as we do - and beyond Board, intercollegiate terms
they see the hand-writing on the wall. of Growth of Colleges Select -
Summer: (8-12 teams)
Yale.
W.R.

Ex- New Haven - Yale
Lehigh - Mass - W.R.
Pres. Columbia -
Believe results discussion of applicants with H.Y.V.

Strong Nucl. V. of R. ← J. H. H. - C. Louis Wolfe -
S. Exp. comes - Pennsylvania - R. S. (or comes) J. H. V.
Summer - may see P.B. C.H. B.L.L. Pay -
B.V. probably of under-graduate comes -
U. of Maine - U. of N.H.

38% (3)

Disadvantages will -

Ad. Cost - if we wish to graduate only the routine workers for some fields, public health and institutions.

Cost: if graduate the present plan can hardly prepare for leadership of our expanding
① Can't begin before 2nd year (2) Only few do this because can earn living in the not saw + desirability - then being well.. lower level
and do not go to higher - if already had 2 years - might go back later -

② Basic nursing course inadequate: Miss Carpenter & M. R. Smith -

If wish to develop as suggested

Cost: fewer students
more away on affiliation
more teachers + supervisors - assistants - —

Question: will this caliber of graduate be satisfied to do
flow duty for long.

① flow duty is growing more interesting - graduates of such a program which need of additional experience because not forced into experience beyond preparation.

② the better prepared - the more they see in nursing

(3) remuneration compares very well with early earnings of college graduates in other fields -

(3) good. of first classes will leave this etc etc - finally will get where some kept for flow duty -

Students - Lyman college 1942
2 - - 1943

Curriculum change - college -
night college -

Must be time for this - reference -
Pub. Health & schools public time.

Why a Professor - Lyman Hall -
very ex. + 23 @ work.
Ex = E.V.
Miss Anderson's list - (blind course 4 years ago)

Probably function -

Yours do not expect Physics & Finance a school which would warrant an academic degree - (Liberal Arts Subjects of prep. for doctrine + secretary + Law.)

Yes - but should have two years of this before entrance -

If we think endowment should be carefully bought - can the trustees be convinced that candidates need two years of college -

SHOULD THE M.G.H. BECOME A COLLEGIATE SCHOOL?

What would be the advantages?

What would be the disadvantages?

What would the change in organization entail?

What steps should be taken toward the collegiate school while we are waiting for money and a desirable collegiate affiliation?

Preamble.

Panel: conventional discussion – participant prepared – but discussion must be heard – Leader: keep participants to subject – + encourage – Aiming Miss Sleeper to do this – as little time to prepare – cannot read my own writing –

Topic – Should the M. G. H. School become a collegiate school –

Questions: Advantages – Disadvantages – Anticipated + real – What would change in org – debaters – What steps taken while waiting for money + during collegiate application – Settle to say conferred b ed. + dis – Steps towards developing such a plan b Miss Sleeper + Miss K. who hoped in that organization + more familiar with hist. org. Miss Sleeper attended meetings of Assoc. Col. Schools – Done previous study –

Advantages –

~~Tend to~~ Continue to graduate young women among whom many ~~who~~ quite poor Persons leaders in running Believe that there are signs which indicate leaders in running are more + more graduates of the collegiate schools or our ~~their~~ Teaching staff.

Schools of nursing are more and more becoming true schools and not service organizations – Therefore to be expected that preparation of candidates, curriculum of school, and preparation of faculty ~~are all rising~~ will rise – Therefore it follows that as many of the desirable applicants as can afford to do so, will apply to collegiate school – Ed. of administrators of collegiate school & faculty members: Miss Birch – Miss Hampton – (? Miss Chase) The collegiate school has a fuller curriculum = more + better courses – more field experience – more instructors for students (often because of fewer students) more time for students to study according to modern methods – ~~Even if we could furnish all this~~ Even if we furnished all this it cannot be absorbed by 19 year old girl in only high school – After graduation she would not have the academic standing of the graduate of a collegiate school.

Nursing is becoming more a profession and less a service.

A better prepared candidate – better curriculum – better field experience – better faculty produce better nurse – Our standard be maintained – Question – is this needed for bed-side nurse? In hospital the simpler procedures are being passed to other workers. (Wd. d. Cons.) more more pts. coming to hospitals – fewer in the home – The few who are need a real person to meet the need and make adjusting to home people + situations – The better person + better preparation should be more of a person –

Why are we willing to place care of pt. in hands of 19 year old – at night – with little supervision at night – Crepis – Tuberculosis – Signs of danger – (Work under supervision of doctor –) Crepis 1 a.m. under 7 – 900 pts. in one unit depended upon judgment of night + graduate nurse. Nursing group in bed – Bore emergency when may be up – This

Go fly. not include fly in E.W. where a H.O. always at hand. Premier 6 6 months ago he did not stay there — Yet — school of O.T. requires 2 yrs college. Record

Librarian 2 yrs. college or graduate nurse — Lab. technician 2 yrs college. Before doctor allowed in our group must have 4 yrs college prep.

Reasons for college Prep (1)

Better prepared educationally

First class work less difficult: learn how to use library – take notes – abstract assignments – to study – (less worry – less cost & work alone) familiar with newer educational methods: examinations –

More mature:

Less homesick – Been away from home – More easily adjust to college conditions – more ready to accept responsibility – may have had responsibility lived away from home – above relative importance of activities & needs, job to be done – Have had more time for certain forms of recreation

Health: little older & heavier – stable emotionally – few more minutes to play – Great difference between 18-19-20 – Larger expense in living.

Lessen competitions which our graduates have with graduates of University & College Schools – (who have given 5 years to preparation) Our graduates must go on for 2½ yrs of college work after graduate before they can complete an equal level – Our from 6 a degree puts the cart before the horse. Then, too, ~~if our~~ ~~other~~ if upon graduation a fair living and fair number of the satisfactions of living are ~~that~~ forthcoming, ~~they~~ ~~it is~~ only a relative small number will ~~for~~ make the effort – On the other hand if the goal is too far removed, the young woman is less likely to begin. Those who do not go on and can fill more routine positions.

Goal: Entrance 2 yrs college – Our graduates obtain degree in one year if go on – If not mature women for many.

Far easier for us to do nothing – remain status quo. All this thinking and planning done upon a day which is far larger than the present Pg.

Need for medical women –
Teaching – administration – supervision – care of patients – (some one – a person – for Pt.
to lean upon – not just a chit prescribed of a girl.
Needed for all of our departments = pediatrics – anesthetist – surgeons –
E.W. – optom – nurses' – opd.

Many young women wanted and would go for 1 yr –
Parents willing – loss of scholarship given in high school. (N×H.

Family all of female charity force – in home –

Other schools.
Conn. T. School – Yale
Johns Hopkins – Western Reserve
Presbyterian – Columbia –
Bellevue – (Dr. Weiner c̄ N.Y. University (?))
Pilgrim School & Sys. Brown –
Johns Hopkins – (Miss Wolfe)

Universities = Western –
California – Vanderbilt –

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Ladies of Advisory Committee (5)

Summary of Panel Discussion
May 27, 1940

Problem: Should the M. G. H. become a university school?

What would be the advantages to

School

Prestige -

Other schools heretofore on our same level in their locality are or are becoming collegiate or university schools -
Presbyterian, Bellevue, New York (?)
Maine General with University of Maine, Elliot in Manchester with University of New Hampshire
Collegiate school in nursing as college in other professions expected to train leaders
This attracts more of the better students
Product of school as good as its applicants
Tend to encourage employers to look to university schools when jobs are open.

Gain

Gain of school under university more definitely educational

Curriculum

University courses make a broader program possible - better rounded preparation for nursing

Curriculum suited to all college group more satisfactory now must try to meet needs of heterogeneous educational student body.

More modern methods possible

Develop student for more participation as individual in community.

With curriculum on college level school would have professional status.

Faculty

Well prepared and desirable faculty would remain in university school, not interested in staying to-day.

Faculty would have college contacts which helps to deepen and broaden the courses

Nursing Service

Student more mature when sent outs ward

Prevents placing heavy responsibilities on young students inadequately trained

Other professional groups not given professional responsibilities so young or with so little preparation

Dietitian, occupational therapist, record librarian, etc.

Graduates

Better prepared women for hospital, home, community

Ready for broader service because preparation broader

Not necessary to do post graduate in psych, contagion or public health

Can progress faster than if must stop to do college after working.

What would be the disadvantages

Applicants

Greatly reduced for a considerable period

Cost

Hours of service to hospital would be reduced

Cost

Fewer graduates for a period would go into floor duty and specialling

More leaders should be expected

Loss of some good high school applicants
Increased costs for salaries of well prepared faculty
Possible loss of school's present identity
Loss of complete control by hospital

What changes in M. G. H. School would be necessary if it were to become a collegiate school

Faculty

Changes in faculty - more ward teachers, nursing teachers
Reorganization of faculty
Greater emphasis on nursing service by graduates, supplemented by students - lowered enrollment.
Greater emphasis on education for students
Shorter working hours for students, increased class hours
Increased and improved instruction
Meeting requirements of A. C. S. N. and of college accepting affiliation
Prolonged preclinical period
Admission of one class annually.

What steps should be taken while we are waiting to make the change to a collegiate organization?

1. Entrance requirements
   Change to 1 year college in 1942
   " to 2 years college in 1943
2. Improve school program through
   Better faculty preparation
   Additions to faculty
   Increase in preclinical period
   Shortened student hours
   Increase in classes where weak
   Increase in mental affiliations so every student will have 26 or McLean
   Improve instruction on 26
   Increase contagious affiliation
   Increase instruction in P.H in Q.P.D.
   Send students to Q.P.D. for educational experience not just to run clinics
   Improve social and cultural opportunities for students
   Improve + add classrooms
   Lessen student night duty
   Increase vacation to 4 weeks annually
   Put courses on unit basis. (10 hour unit)

JUN 22 1940

cation

SIMMONS COLLEGE
BOSTON, MASSACHUSETTS

OFFICE OF THE DEAN

June 21, 1940

Dear Miss Johnson:

Since it is quite impossible for me to be present at the meeting on Monday I should like to send you the following report of a meeting of the Education Committee. These are merely suggestions of what the Committee thinks should perhaps be done toward the ultimate establishing of a collegiate school. In the fall we shall be glad to discuss these at an early meeting.

1. Continue to increase entrance requirements. Insist on one year of college work on and after September, 1942, and two years of college work on and after September, 1943.

2. Continue to broaden course; for example, send more students to McLean.

3. Encourage Dr. Faxon to approach Mr. Conant and Mr. Compton informally to discuss the subject.

4. Make a more deliberate campaign to interest junior colleges and certain senior colleges in the Massachusetts General Hospital Training School for Nurses.

Cordially yours,

Jane Louise Meiick

Miss Sally Johnson
p

June 21, '20

Miss Meserole

It is true that the superior student or the good student entering the Massachusetts General Hospital School of Nursing with advanced preparation may still progress to positions of leadership. But the student with two years of college wishes to enter a collegiate school of nursing where she can be assured an education comparable in opportunities for personal and professional growth to that offered to women in other professions.

THE SUPPLY AND DEMAND FOR COLLEGE-TRAINED NURSES

There are about 1314 schools of nursing in the United States today, approximately 130 of which have some type of college or university relationship. In spite of this rapid development of degree program, there seems no probability of an over-supply of college-trained nurses. In 1941, only 6% or approximately 1500 of the 25,900 nurses being graduated were from well-established collegiate schools. The existing collegiate schools of nursing in New England, even when supplemented by those in eastern New York State, are inadequate to meet the demands for teaching, supervisory, or administrative positions. Simmons College first offered a 5-year degree program in 1917. The Yale University School which began with a 2-year college entrance requirement in 1923, was reorganized in 1935 to admit only college graduates and grant only the master's degree in nursing. During the past few years, Pembroke College, Bowdoin College, Colby College, and the Universities of Maine, New Hampshire, Connecticut, and Vermont have offered pre-nursing courses.

THE READINESS OF THE MASSACHUSETTS GENERAL HOSPITAL SCHOOL FOR UNIVERSITY AFFILIATION

The Clinical Field

A school of nursing differs from other professional schools in that the student secures a kind of internship while she receives her basic instruction. Unless the clinical preparation is broad and strong, the course can not be educationally sound regardless of the excellence of the pre-professional study. The Massachusetts General Hospital provides one of the outstanding practice fields for nursing in New England, superior to that provided for any of the existing collegiate schools.

The Faculty Preparation

The Massachusetts General Hospital School of Nursing has a nursing faculty capable of planning and teaching a curriculum for students with preparation beyond high school. In addition to instructors in medical science, it is privileged to have the services of women with rich backgrounds of preparation and experience in the related fields of social service and dietetics. Of the 431 students now taught in the School, 5% are college graduates and 25% more have one or two years of college preparation. The School also receives affiliating students from the Simmons College School of Nursing for one year of instruction and clinical practice in medical and surgical nursing. All of these students have completed 2½ years at Simmons College before beginning the affiliation.

The Curriculum

The curriculum now in operation is the result of constant study and revision. Graduates of the School may be licensed to practice in every State of the Union. Alumnae without previous college study are granted approximately 1½ years advanced standing in colleges where a nursing major

is offered. Some of these colleges are Simmons College, Boston University School of Education, Teachers College in Columbia University, Western Reserve University and the University of Chicago. Although this allowance of college credit has enabled the School to attract many applicants with some college preparation, it does not make up for the inability to give a broad general program or to award a degree on completion of the course. The student in a collegiate school of nursing receives both a diploma in nursing and a degree at the end of the 5 years' study. The student with two years of college who enters the Massachusetts General Hospital School remains in the Nursing School for three years in order to secure her diploma. She will be required to add at least 1 year and perhaps more of college study to secure a degree. She thereby spends 6 or more years in the acquisition of her diploma and degree.

COLLEGIATE AFFILIATION FOR THE NURSING SCHOOL BENEFITS ALL OTHER PROFESSIONAL HEALTH WORKERS ASSOCIATED WITH THE SCHOOL OF NURSING.

The standards maintained by a school of nursing influence all other professional groups working or studying in the hospital. A school which admits only applicants with meager educational background will produce a graduate nursing service with limited ability to keep pace with associated professional groups of higher educational status. In the Massachusetts General Hospital, the dietetic, social service and medical groups are very dependent for good internship and good professional practice upon the standard set for the Nursing School and Nursing Service. Unless the Nursing School can continue to attract a goodly number of students of the right educational and personal calibre, the Hospital can not provide the best practice field or make its maximum contribution to the health of the community.

THE NEED FOR BOTH THREE-YEAR AND FIVE-YEAR COURSES

Because of the national and civilian needs to-day including the need of the Massachusetts General Hospital, it is impossible to consider any plan which would decrease the enrollment of the School of Nursing. The three-year diploma course which will supply most rapidly for hospital, civilian and army service, must be continued and in so far as possible the enrollment of this diploma course must be increased. The collegiate affiliation is sought as a means of attracting the group of students who can continue in teaching, supervision, and other positions of leadership. With the development in nursing schools under the pressure of the war, with the new developments which are constantly added in medical science and with the need for highly trained workers for post-war rehabilitation, the urgency of a collegiate affiliation is only the more strongly emphasized now. We can not conscientiously lay the project aside until the present national emergency has passed.

THE GENERAL ORGANIZATION PATTERN OF A COLLEGE-SCHOOL OF NURSING DEGREE PROGRAM

The plan is directed by a committee of representatives appointed by the College and School of Nursing.

A nurse, selected by the committee and appointed jointly by the College and School of Nursing, administers the program.

The teaching appointments in both college and clinical field are approved jointly. In order that instruction given in the clinical area may be credited toward the degree, clinical and nursing instructors are approved by the College and full time instructors are appointed to the College faculty.

The courses in both College and clinical field are approved by the College and the School of Nursing.

If no endowment exists to meet the total costs of the program, contractual arrangements are made under which the College budget covers the expenses of the College years, the School of Nursing budget covers the expenses of the clinical years.

ADMISSION AND GRADUATION

All students must meet the academic and personal requirements of the College and the School of Nursing.

ESSENTIAL SCIENCES COMMONLY TAUGHT IN THE COLLEGE YEARS OF A COLLEGIATE NURSING PROGRAM

Anatomy
Physiology
Chemistry, inorganic, organic, physiological
Bacteriology
Sociology
Psychology

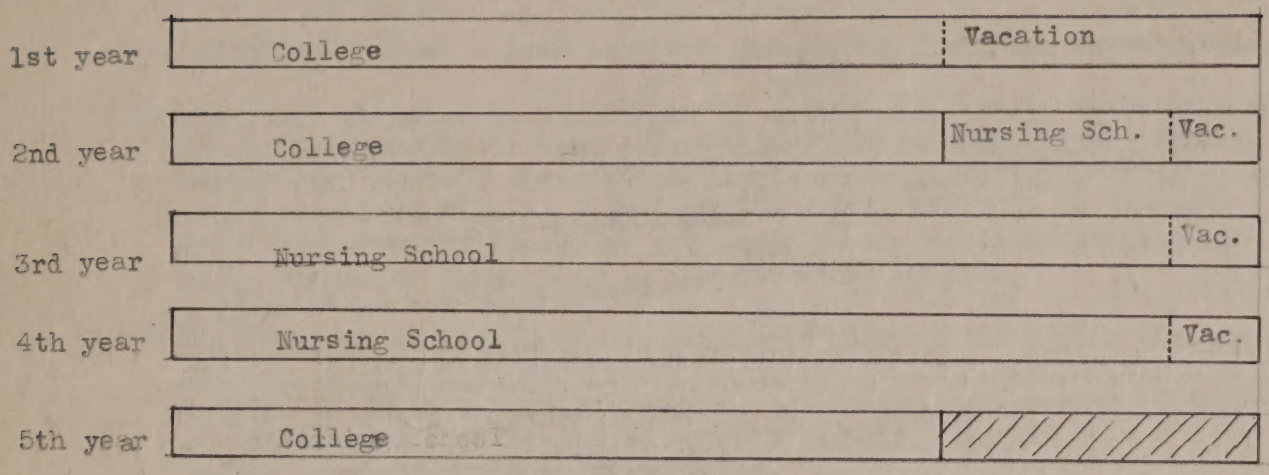
Transf. - yes - has list of colleges

Whether cont - on men in prestfields or branch out

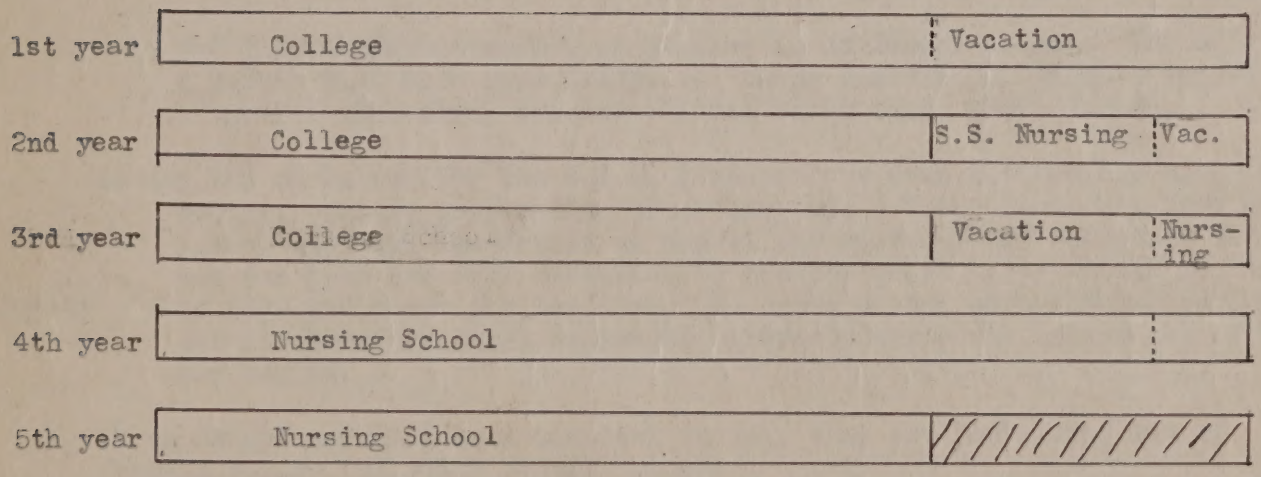
Rec of school
Contacts c̄ school
Performance record
Personal inter -
Honorary sec in all major cities
Do not rely on psych tests but is coop c̄ Carnegie
CEB or top fifth in a school MIT accredits

SUGGESTIVE FIVE YEAR CURRICULUM PATTERNS

Plan I



Plan II



Schools

Human

1st Syntax & grammar

2nd Comenius's place in World Hist

3rd Ec + Psych
Gov't
Industr rel.

4th op { Lit & fine arts
Gov't & inter rel
Human rel - ind. psych
psych.

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Many applicants with preparation beyond high school prefer when possible to enter a school which can give recognition to their preparation, both by its broader class work and by a degree. It is noteworthy that in this period of shortage of applicants the schools offering degrees have had the best supply in numbers and in preparation.

(2) The second problem pertains to the plan of instruction. Will our present plan of instruction give young women a nursing education which will prepare them to do good nursing in all basic fields, private duty, institutional nursing, public health and government services? The answer must be no, since every student now does not have training in the care of the mentally ill or in public health nursing.

(3) The third problem relates to the alumnae. Will our diploma have sufficient value in the public eye to enable our alumnae to compete successfully for their share of the outstanding positions?

The diploma from a school of nursing is no longer enough. There is need for a degree and, more especially, for those factors for which a degree stands - a liberal education, broader science background, and maturity.

We may ask ourselves why the M.G.H. graduate now does not qualify equally if she secures college preparation after nursing. This places the cart before the horse, puts the foundation on top of the courses, and postpones the time when she can give her full attention to courses which the graduate nurse wishes to have and needs for her work. In spite of her postgraduate college study, she is therefore still behind the graduate nurse who begins her work with her degree.

Dr. Schall

If we do not continue as a hospital school, what are the alternatives? Schools follow two other general plans:

(1) Complete mergence of the school into a university with a five-year course for all students. Interpreted for the M.G.H. school, this would mean discontinuance of the three-year course.

The disadvantages of such a plan today outweigh any possible advantages.

1. There would be a great decrease in enrollment if only students with two years of college were admitted. Today in the school 42% of the students have some college but only 22% have two or more years of college. It would appear that to change immediately to a five-year course would reduce the school to a fifth of its present size. Such a decrease in numbers could not be justified at a time when the hospital must be very dependent on the students for nursing service.

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   We have hospital facilities for training nurses far superior to those available to these New England colleges, but the girl entering from high school does not consider this. She wishes a professional education equivalent in the public eye to that in home economics, social service, library work, secretarial work, and laboratory technique. She and her family, therefore, seek the school which gives a degree and in which she has educational equality with the other women workers just named.

5. A five-year course will enable us to compete more successfully with collegiate schools in other parts of the country, a large majority of which are in state universities. This is a factor which cannot be ignored since 38% of our students come from outside Massachusetts and 13.5% come from outside New England. Twenty-four states, the D.C., and two other countries are represented in the student body.

6. With a five-year course we can compete better with the old schools of nursing which have merged with outstanding educational institutions in their communities: Bellevue with New York University, Presbyterian with Columbia, New Haven with Yale, Lakeside with W. R. U., New York with Cornell, Albany with Russell Sage, Post Graduate, New York, with Skidmore.

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Johns Hopkins already at work on plans with Johns Hopkins University. Many of these schools have been frank to say that university affiliations were started as a means of saving the very life of the school. The suecess of these affiliations has strengthened our belief that we, as the outstanding school of nursing in this locality, should join with Harvard (through Radcliffe), which is also the outstanding university in this locality.

Medical men in some of them add that improvement in the nursing schools has been essential to the best practice of modern medicine.

7. Some discussion of U.S.P.H. Service setting up schools in universities in different parts of the country. . Discussion here relative to B.U. This would take more applicants from us.

8. The Alumnae continue to feel the competition with the collegiate schools. Increasingly often the graduate nurse from the hospital school finds her avenues to jobs closed because she lacks a degree and more especially because she lacks the liberal and basic science preparation given to the degree student.

A few years ago the M.G.H. graduate who had taken and done well in the elective in teaching went immediately into a teaching position. Today it is the Simmons graduate who does this and only the few M. G. H. graduates who have had the right college preparation. This is true of positions in Public Health, School Nursing, and in all institutional positions where requirements are set by the state licensing boards.

It is true that the student may come to M.G.H. with two years of college and then go to Simmons or B.U. to secure a degree in one year. But this young woman gives a total of six years. She is therefore penalized in time and money for failure to attend a school which gives a degree course.

What would be needed in the school if an academic affiliation were set up to enable qualified students to secure a degree?

1. Eventually a revised curriculum for the degree group - not so much a matter of adding hours as of broadening the subject matter. There would need to be separate class sections for the three-year and five-year groups.

2. Shorter hours, needed now, would be especially urgent for this group in order that they might have more time for study.

3. More instructors and more and better prepared supervisors would be needed.

4. Because tuition would of necessity be higher, more financial assistance for scholarships would be needed.

5. Because the school would be more costly, some endowment for it would be important.

These are some of the most apparent needs. Others would doubtless be found on further consideration of the matter.

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CONFERENCE July 2, 1941
Miss Comstock, Dr. Burwell, Dr. Faxon, Miss Johnson

Dr. Faxon

Presented the situation.

Miss Comstock

Probably necessary to change the charter of Radcliffe College if there were to be an affiliation with a school of nursing.

Charter now requires that entrance requirements, examinations, courses of study, etc., shall be identical with Harvard. Courses taught by faculty of Harvard, Diploma countersigned by Harvard.

Plan of instruction shall be the same as Harvard: partly tutorial, purpose to develop ability of student through independent study.

General policy at Harvard and Radcliffe: professional preparation on graduate level. Formerly a degree "Adjunct in Art" given at Radcliffe and is still given at Harvard.

Alumnae would probably wish to keep the present flavor of the institution: Liberal Arts, academic aspect, tutorial system. Trend to vocational probably not popular.

Probably necessary to have two levels of curricula in the school of nursing: the better prepared, more mature student would wish to and should move faster than the high school group. Curriculum for them should be more inclusive.

Dr. C. Sydney Burwell

Discussed the situation as an individual, - representing no group.

Need for two groups - the three-year group and the five-year group. Need for the more mature, better prepared nurse with the broader foundation of general education and a good grounding in the aspects of nursing which prepare them to aid the physician in the more advanced and specialized practice of medicine.

While many within and without the medical group are fearful of nurses' becoming "too educated" there are many who believe as expressed above.

Will discuss situation with certain members of the medical faculty and Board of the Medical School.

A. How best to approach Harvard?
   (1). If Radcliffe were interested, through its President and Board.
   (2). Directly through President Conant?
   (3). Through School of Education (which is a graduate school but might have a division of nursing on an undergraduate level).

B. Has Radcliffe any separate schools within the college now?
   Name - (Retain M. G. H. Sargeant School of Physical Education)
   How would the development of a nursing school in Radcliffe be approached?
   Who in the Harvard-Radcliffe groups might be sympathetic?
   Is there anything in Radcliffe Charter which would prevent development of a technical school within the college?

C. What policies would be involved if Radcliffe were to admit pre-nursing students, accept M. G. H. courses for degree credit, and grant Radcliffe degree to nursing students?
   1. Admissions
   2. Faculty appointment and standing
      Acceptance of women faculty
      Requirements
         Education
         Accomplishment
   3. Credit for technical field work
      Amount allowed toward degree
   4. Separate courses for Radcliffe women
      Need for applied science courses for nursing - physical, biological, social.
   5. Type of degree specified by Radcliffe
      Could, e.g. B.S. in nursing be given without upsetting so many policies now in effect.

D. Has Radcliffe some arrangement now whereby the undergraduates get work in education through graduate School of Education?
   Could any comparable arrangement be developed in nursing (allowing, of course, more time for technical courses).

A. How best to approach Harvard?
(1). If facilities were further needed, should the Treasurer and Board,
(2). Directly through President and Deans?
(3). Through School of Education (which is a graduate school but might have a division of nursing on an undergraduate level).

B. Has Radcliffe any associate schools within the college zone?
Have - (Wellesley M. C. W. Bryanmawr School of Physical Education)
How would the development of a nursing school in Radcliffe be approached?
Who is the Harvard-Radcliffe group most, be expected?
Is there anything in Radcliffe Charter which would prevent development of a basic school within the College?

C. What policies would be involved if Radcliffe were eventually to admit students, school X. X. B. courses for degree credit, and grant Radcliffe degree to nursing students?
1. Admissions
2. Faculty appointment and promotion
Acceptance of women faculty
Requirements
Promotion
Tenure
Sabbaticals
3. Credit for basic field work
Junior Alumnae toward degree
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Need for applied science courses for nursing - physical, biological, social.
5. Type of degree granted by Radcliffe
Could, e.g. B.S. in nursing be given without upsetting so many policies now in effect.

D. Has Radcliffe some arrangements for sharing the undergraduate set work in nursing through graduate School of Education?
Could by some relationship work be developed increasing (although of course, more time for clinical courses).

Conference with President Comstock, May 21, 1941.

Discussion of trend in vocational education toward a more academic course. Miss Comstock aware of change and of its influence on nursing.

Miss Comstock sees possibilities for some relationship with Radcliffe but

Problem would need to go to Radcliffe Board and Harvard Board

For matter to carry any weight would need to have not only interest but full cooperation and be recommended by the Medical School

At present Radcliffe degrees are signed by Harvard President and are of the liberal arts type. Charter changes might be necessary.

There would doubtless be great opposition by the alumnae and others at Radcliffe

It would appear that additional endowment would not be necessary for the courses in the first two years

Dormitory facilities would be a problem

Laboratories in chemistry and physics are adequate at Radcliffe and in biology at Harvard.

7/2/41.
SJ/EA

Supplementary Notes.
Conference & Press Committee
July 2 - 1941

Dr. Burnett.
Personally sympathetic with higher education for nurses. Believes more for his groups.
Believes School of Nursing should not be under Medical School.
Tendency to believe that medical education too long.
Saw in front assistance of school of nursing at Nashville.

L. Johnson
Leaders in medicine and allied fields to establish school of high grade - time & basis are big matters - leave on that head.

Mrs. Gray
Dr. Kearns -
Mrs. [illegible]
Mrs. Henry
Miss [illegible]
John
Grant
Arthur -

At a meeting of all members of the Advisory Committee, June 12, 1942, Miss Sleeper presented the following:

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Medical men in some of them add that improvement in the nursing schools has been essential to the best practice of modern medicine.

7. Some discussion of U.S.P.H. Service setting up schools in universities in different parts of the country. Discussion here relative to B. U. This would take more applicants from us, especially the mature and better prepared group.

8. The Alumnae continue to feel the competition with the collegiate schools. Increasingly often the graduate nurse from the hospital school finds her avenues to jobs closed because she lacks a degree and more especially because she lacks the liberal and basic science preparation given to the degree student.

A few years ago the M.G.H. graduate who had taken and done well in the elective in teaching went immediately into a teaching position. Today it is the Simmons graduate who does this and only the few M.G.H. graduates who have had the right college preparation. This is true of positions in Public Health, School Nursing, and in all institutional positions where requirements are set by the state licensing boards.

It is true that the student may come to M.G.H. with two years of college and then go to Simmons or B.U. to secure a degree in one year. But this young woman gives a total of six years. She is therefore penalized in time and money for failure to attend a school which gives a degree course.

What would be needed in the school if an academic affiliation were set up to enable qualified students to secure a degree?

1. Eventually a revised curriculum for the degree group - not so much a matter of adding hours as of broadening the subject matter. There would need to be separate class sections for the three-year and five-year groups.

2. Shorter hours, needed now, would be especially urgent for this group in order that they might have more time for study.

3. More instructors and more and better prepared supervisors would be needed.

4. Because tuition would of necessity be higher, more financial assistance for scholarships would be needed.

5. Because the school would be more costly, some endowment for it would be important.

These are some of the most apparent needs. Others would doubtless be found on further consideration of the matter.

June 12 - 1942

①

Principal's

RECOMMENDATIONS

at Meeting of Advisory Committee June 12 - 1942

As Principal of the School I wish to present the following recommendations for consideration:

1- That this School seek an affiliation with an educational institution which has power to grant an academic degree to the graduates of this School.

2- That the first approach be made with the proper authorities at Harvard University.

3- That this approach be made after a Committee has been appointed and given time to study the various factors involved in such an affiliation.

Note* That such a Committee include representatives of the groups which constitute the Advisory Committee, the Principal and Assistant Principal of the School, and the Director of the Hospital.

I should also like to suggest certain consultants,- for example Miss Woods of Simmons, Miss Faville, another one of our outstanding Alumnae and at some future time a conference with such a person as Miss Taylor. President Beatley would be very helpful.

Transcript

RECOMMENDATIONS

of Meeting of Advisory Committee
June 15 - 1942

As Principal of the School I wish to present the following recommendations for consideration:

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Massachusetts General Hospital
Boston

NATHANIEL W. FAXON, M.D.
DIRECTOR

June 29, 1942.

Memorandum:

To: Miss Johnson

Re: School of Nursing

From: Dr. Faxon

At a meeting of the Board of Trustees, held on June 26, 1942, it was

VOTED: That the action suggested in the vote of the Advisory Committee be approved subject to a report of the special committee to the full Board.

N. W. Faxon

N. W. Faxon, M.D.,
Director.

ARM:

Relative to Committee Meeting

Trustees Room. Fri. - June 12 - 1942

(3)

Notes from Miss Lewis's Notebook.

File V

① At meeting of Board of Trustees held June 26 - 1942

Voted That the actions suggested in the vote of Advisory Committee be approved subject to a report of the special committee to Full Board.

② Advisory Committee Vote.

That this School seek an affiliation with an educational institution which has power to grant an academic degree to the graduates of this School.

That the first approach be made with the proper authorities at Harvard University.

That this approach be made after a Committee has been appointed and given time to study the various factors involved in such an affiliation.

③ Further Voted (by Trustees)

That the actions taken by this committee concerning the recommendations for affiliation with an educational institution be reported to the Board of Trustees.

Miss Duncan call 1st meeting. Then decide chairman. Miss Duncan requested Mr. Gary to be on Com: Miss Duncan - Dr. Mears. Miss Sherrill - Mrs. Harris. (Ex. Dr. J. J. D.

(49)

Massachusetts General Hospital

Boston June 16, 1942

NATHANIEL W. FAXON, M.D.
DIRECTOR

also, to Miss Ruth Sleeper

Miss Sally Johnson,
Massachusetts General Hospital,
Boston, Massachusetts.

Dear Miss Johnson:

This is to inform you that Mr. Francis C. Gray, acting chairman at the meeting of the Advisory Committee on the School of Nursing held on Friday, June 12th, has appointed you a member of a committee to study the various factors involved in an affiliation by the School with an educational institution which has power to grant an academic degree to graduates of the School.

Mr. Gray very modestly declined to appoint himself on this committee, but it is the opinion of several members of the committee that his knowledge of the School of Nursing could be extremely valuable to this committee. This committee has the power to increase its membership. If you approve of Mr. Gray's becoming a member of the committee, will you please be good enough to so inform the secretary.

Sincerely yours,

Eleanore A. Lewis

Eleanore A. Lewis
Secretary

Copy for Miss Johnson

JUN 16 1942

June 15, 1942

Dr. Nathaniel W. Faxon,
Massachusetts General Hospital,
Fruit Street,
Boston, Mass.

Dear Dr. Faxon:

At the meeting of the Advisory Committee on the Nurses' Training School, at which meeting I was acting as Chairman in place of Miss Dumaine, the Chairman of the meeting was requested to appoint a committee to study the various factors involved in an affiliation by the School with an educational institution which has power to grant an academic degree to the graduates of the School.

Accordingly, I hereby appoint as members of the committee: Miss Dumaine, Dr. J. Howard Means, Miss Jane Louise Mesick, Mrs. Robert Homans and, ex officio, Dr. Faxon, Miss Johnson and Miss Sleeper.

Very truly yours,

(Signed) Francis C. Gray

Copy for Miss Johnson

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Dr. Nathaniel W. Faxon,
Massachusetts General Hospital,
Fruit Street,
Boston, Mass.

Dear Dr. Faxon:

At the meeting of the Advisory Committee on the Nurses' Training School, at which meeting I was acting as Chairman in place of Miss Dunaine, the Chairman of the meeting was requested to appoint a committee to study the various factors involved in an affiliation by the School with an educational institution which has power to grant an academic degree to the graduates of the School.

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Very truly yours,

(Signed) Francis C. Gray

File Vassar
V (6)

Massachusetts General Hospital
Boston

NATHANIEL W. FAXON, M.D.
DIRECTOR

December 14, 1942.

Memorandum:

To: Miss Johnson
From: Dr. Faxon

At a meeting of the Board of Trustees, held on December 11, 1942, Mr. Gray on behalf of the Special Committee appointed to consider the problems of the School of Nursing reported that the Committee recommended approaching Harvard University regarding an affiliation between the School and Radcliffe College. It was

VOTED: To approve this recommendation and to authorize the Committee to act accordingly.

N. W. Faxon.

N. W. Faxon, M.D.,
Director.

ARM:

Trudie Rus

June 12, 1942

MEETING OF THE ADVISORY COMMITTEE TO THE SCHOOL OF NURSING
Friday, 4 p. m.

Result of Recommendation of Meeting of 1939.

Introduction

As the women of this committee meet each month, as Dr. Davis and Mr. Gray have been members of a special committee relating to the school, and as Dr. Churchill and Dr. Means are members of a committee which meets weekly with Dr. Faxon, all of us in this group have considerable information on the topics of this meeting. Therefore, I shall try not to use up time on what we already know.

Conditions in Hospital Resulting from War

If we are honest we must admit that it was not until about April 1941 that we really settled down to serious planning for what might lie ahead. Indications of serious dwindling of personnel started to appear in the lowered number of men students from McLean, in a marked increase in the number of graduates who were marrying and accompanying their husbands to defense industries and to the vicinity of camps, and an increase in the number of graduates who were departing for service in the Army and Navy, in the departure of orderlies for the Army and defense industries, and then the leaving of the ward helpers and maids for better-paid jobs. By early fall of 1941 we realized that our young graduates were being appointed to responsible positions sooner after graduation than usual. For example, the Community Health Association were taking on young graduates who had had only two months of public health nursing. Up to a year ago they were giving the major appointments to those who had had four months or to the graduates of the Simmons School of Nursing who had had more public health nursing. During the summer I had been working away at the enrollment in the Unit. ~~It had gone too slowly.~~ We began to feel ~~the~~ real pressure in the summer, and during the vacation period we were living, particularly at the Baker, from hand to mouth. We fully expected that the graduates of the fall section would greatly improve our situation. Little did we realize that many of them

Result of Reconsideration of Meeting of 1939.

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would be married within the week following their graduation and that eight months later (now) 2% of the class of 1941 would be in Government services.

As the fall came on, all the factors which I have previously mentioned were intensified. By October 1, vacations were practically over. Nevertheless, everyone was feeling tense, overworked, apprehensive, and, what is very demoralizing, very abused. The first reaction was for increased salaries and shortened hours in an endeavor to meet the competition of industries. Sound thinking, however, made us realize that while these two remedies should be applied to a degree, in the long pull a charitable institution could never compete with Government industries supported directly or indirectly from taxes.

Believing that the great majority of people are cooperative if they understand the reasons for a given situation, know that their leaders are conscienciously trying to improve them, are given an opportunity to have their questions answered, and, above everything else, are given a chance to make suggestions (and especially if the suggestions are used), we (Miss Sleeper and I) decided that we would have a conference with every group of workers in our department (the largest by far in the hospital). We outlined our material: reasons why we are as we are. Giving Dr. Faxon authentic material from which to talk, we asked him to interpret our situation to the trustees and the medical staff. Then Miss Sleeper and I talked with every group in our own department: Assistants, supervisors, instructors, head nurses, staff nurses (both Baker and General), seniors, intermediates, juniors, preliminary students, ward helpers. These conferences were time-consuming. It was necessary to keep them on the right key. They could have become argumentative, and they could have been only an opportunity for complaints. They proved to be quite satisfactory and they did much to stiffen the morale. On the whole, there was a determination to make the best of the situation. The graduates have sustained their determination. ~~The older students~~ The older students have matched them. The younger students have found the adjustment difficult for they are not old enough either in years or in the school to have a perspective. They are not yet able to see the relative importance of needs.

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During the late winter and early spring the loss of four of the students was largely influenced by the shortage of personnel which made demands upon these young students which it seemed impossible for anyone to fulfill. Furthermore, they could see no relief ahead. Of course, the improved morale in the ward helper - maid-orderly group was pretty transitory. It would have been better for us never to have held these conferences if we had failed to act upon the suggestions made. Therefore we added the suggestions of the group to our own and proceeded to act. Other suggestions have come from nursing literature, other conferences, institutes, and conventions.

The Changes Already Made as Direct or Indirect results of war - Many suggested by personnel.

1. Equipment: Better Bedside-boards, Small tables with casters for carrying equipment for treatments (rolled in from service rooms), Added Stethoscopes, Blood Pressure Machines, Gravity Poles.

2. Transferred certain nursing procedures and responsibilities to ward helpers. More baths, Working with a nurse, on one side of the bed, answering lights in the Baker to determine the need, carrying trays, discharge of the majority of the patients from the Baker, ~~xxxxxxxxxx~~ Asking patients in the General Hospital to do more for themselves or others. Night nurses doing more things in the early morning to start the day (Example:

3. Addition of volunteer personnel: Red Cross Volunteer Nurses Aides greatly increased.

Number trained here: Maximum number on duty: Fifteen wards or places where aides may serve in the General Hospital. Few have been on in the evening or on Sunday. I believe that it would have been necessary for us to close a floor at the Baker last summer if we had not had the aides to keep the general hospital going when we loaned additional students to the Baker Memorial. ~~Certain~~ Few days the number loaned was as high as 30.

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Other volunteer workers: Ladies of the Visiting Committee who did errands. Head nurses were surprised that they returned in such a short time (ward helpers visit with their friends, both male and female). Group of men from Harvard on in the evenings. Taught by night supervisors, head orderly, and older Red Cross Aides: Stevens - Clarke - E. H. Jones

4. Additions to Paid Personnel. Because of the reduction in nursing, ward helper, and orderly personnel, there was, of course, a reduction in budget expenditure.(From January 1 to June 1 the reduced expenditure for floor duty nurses was $11,000 in the General Hospital alone. Therefore it was economically sound to add to the paid personnel.

Authorized increase in ward helpers, especially for evening duty at the Baker. I am of the opinion that never, not even for a day, have we ever reached the number authorized. We did add a ward helper to the Baker X*Ray to chaperone the patients back and forth, thus relieving nurses of considerable chaperoning.

Attendant nurses employed at Baker Memorial. Explain the new law for licensing with waiver and employment of only those who are eligible for licensing. Enrollment was slow at first, but is increasing. Present number . Graduates of School of Household Nursing, and of Waltham Training School for Attendants. They have done well. Explain identification. Possible for the evenings to be covered by two nurses and one attendant nurse until 10 instead of by three nurses. New group; new problems. Guard against assuming too many responsibilities, jealousy of their own status, salaries (institutions bidding against one another), housing.

5. Combination of Volunteer and paid Personnel: Refresher courses - one group 28, second group 14. Worked certain hours. Many so situated that they cannot contribute to the evening group. Have worked or are working full time.

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6. Changes in Certain Policies and Practices. Baths in the evening, night nurses making beds in the morning, student nurses giving baths to men patients. Simplifying procedures: Beds, ether beds. Two hours, early in the preliminary course, given to teaching the students how to plan the sequence of nursing care given the patient. Teaching of feeding sick patients, temperature, pulse, respiration, and circulatory system taught earlier in the course. First Aid taught earlier in the course. Cardex system of recording simpler than former nurses' treatment sheets. Shortening of course for college graduates. This presents a difficulty because there are 27 states which will not register nurses who have had a shortened course even though they are college graduates. We must tell the students this before they take the shortened course. All but five of these statements are written in the law. Some of them may change because of the war situation. Replacement Program: private duty nurses, saved our lives June 1 - for vacation period and to replace the nurses going to war.

7.

7. Recruitment. National Recruitment Committee one of the committees of the Nursing Council for War Service. (Need 55,000 student nurses) Open House in spring. American Association of University Women. Principals of High Schools in Framingham, mid-winter meeting of the principals to be held here. Throughout the country, the increase for admissions for the school year 1941-42 was 9% over the admissions of 1940-41. Our increase was 19%. The summer students will raise it. We hope that the fall class may be in the vicinity of 82 or 83. This, with the summer class of about 24, should give us over 100 students to start with.

Contemplated Changes - Needs because of Normal Progress, because of Growth of the Hospital, War Influences

1. Increase in number of Supervisors and Teachers. Young students must be called upon to take more responsibility. Older students given heavy responsibility. Curtailment of off-duty hours. Not uncommon for a student to have evening relief

four nights during the week and a fifth night on air raid or lifesaver call. This leaves but two free evenings. If the fall class is 100, this adds greatly to the number of papers to be corrected, the number of reports to be made, and the number of personal contacts or advisory conferences. If we have better prepared students, we must have better prepared classes. There are more credentials to be assembled, more students to be interviewed. The changing subsidiary workers add to the confusion.

2. Need to increase and develop pediatric experience (O.P.D. and Ips and Ear).

3. " " make more reasonable schedule for work, class, and study.

4. " " work the experience and the courses back earlier in the three years, particularly for the mature students, in order that they may go with the army to finish their training if that plan develops, and in order that they may assist with teaching and administration, as we shall probably again be using senior students as assistant or even head nurses.

5. To put better grade of ward helper (have transferred all that it is safe to transfer to the ward helpers except possibly in the O.P.D.

6. To try to transfer some of the excess September applicants to the February class.

7. To add secretaries on H-5, White Building, K.W.

8. To increase the administrative and teaching staff in the Baker Memorial in order that the students may be better taught as we increase the number over there. To see whether or not some plan can be made whereby the residents do more teaching of students. To see if it is possible to segregate the medical patients even more than they are now segregated. To

9. To increase certain salaries where necessary in order to retain the teaching and supervisory staff, as available candidates are becoming fewer and fewer.

II. The Contribution of the School and Alumnae to the National Nursing Needs.

1. The Unit: From the M. G. H. 16, from the Baker 5, from Phillips House 4.

Private Group: Others:

2. School: Increased enrollment, summer course, time-credit to college graduates.

3. Graduates: taking advanced courses in First Aid, taught courses in First Aid.

4. Staff: S.M.J. member of Nursing Council for War Service on one of the submommittees, for recruitment. R.S. asked to request a leave of absence for position of Nursing Consultant on United States Public Health Service to work with General Parran on administration of Federal Funds for Nursing. Invitation declined. Later appointed special consultant on Nursing Education, in U. S. Public Health Nursing Service. Miss Lepper: State Nursing Council for War Service. Speakers Bureau of State Recruiting: Miss Maher and Miss Bowen. Teaching at B. U. under Federal Funds: Miss Penhale and Miss Maher. B. U. and Simmons send us five nurses for field experience.

5. Refreshers: five full-time people.

6. Federal money. Refreshers: $ 240 Increase in February and September: 4764.57

Summer: $ 3194.49 incl. . Equipment of Classroom: $

7. Nurses' part in Air-Raid, disaster, reserve supplies.

8. Federal money appropriation outcome of the work of Miss Stewart's committee. The year just closing: $1,800,000. Appropriation for next year probably $4,500,000.

9. Training of Red Cross Volunteer Nurses Aides - . Miss Dumaine, Mrs. Hazard liason worker between the Red Cross Nursing Service and the Red Cross Volunteer Nurses' Aides working with Mrs. Walter Lippman.

10. Several graduates taught the Nurses' Aides here in Boston.

11. Alumnae: Faville, Peirce, Harrington, Irene Smith, Peterson, Carpenter, Cree, Mary Williams

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11. Alumnae: Teville, Peters, Harrington, Irene Smith, Peterson, Carpenter, Cree, Mary Williams

12. Private Duty for Replacement.

13. Beginning of Formation of Senior Student Reserves for the A.R.C.N.S.

Miscellaneous

Recruitment. In the 1300 schools in the United States there are about 100,000 Red Cross First Reserve nurses (single, under forty, good health). The request is for 55,000 student nurses from July 1, 1942 to July 1, 1943. The Army-Navy is requesting about 1,000 nurses per month for the rest of this year - equals 7,000. Rhe Red Cross is requesting 3,000 Red Cross Nurses by September 1, which is 50% of those available in Massachusetts.

Money has been found twice to renovate the Bulfinch Building - Build the Baker, the Phillips House, the Walcott House, the Children's Building; to add such departments as physiotherapy, to develop occupational therapy, open the Archives room, remodel the O.P.D., open a Blood Bank, buy other buildings for housing.

Increase in hospital census.

IX. Private duty for Replacement.

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III. (Five-year Course)
In July of 1937 a small committee was appointed to study the needs of school. The first recommendation to the trustees read: "That it be the aim of the Massachusetts General Hospital to develop the best possible hospital school of nursing," the thought being that it should continue as a hospital school, not a collegiate school and not in affiliation with a five-year program in a college. Since then, many factors and trends have influenced the organization of schools of nursing and the practice of nursing. These changes have lead us to place on the agenda for this meeting Topic III:

The Urgent Need for an Affiliation of the School with an Educational Institution with Power to Grant an Academic Degree to the Graduates of the School.

Miss Sleeper will speak on this subject.

RECOMMENDATION

That consideration be given to the appointment of a Committee to study the Needs of an affiliation of the Massachusetts General Hospital School of Nursing with an Educational Institution which has Power to Grant an Academic Degree to Graduates of the School.

FURTHER RECOMMENDATION

That this committee include at least one representative from the trustees, from the medical staff, from the Advisory Committee and the Director of the Hospital, the Principal of the school, and Miss Bleeper, who holds the dual position of Assistant Superintendent of Nurses and Assistant Principal of the School.

That this committee invite Miss Wood of Simmons College and Miss Fryville of Henry Street to act as consultants.

Miss Connelly -

DISCUSSION RELATIVE TO A COLLEGIATE SCHOOL OF NURSING

The present situation

The course offered at M. G. H. is a three year course. The curriculum is composed entirely of professional subjects. All sciences are taught as applied sciences. The average ratio of class hours to ward practice hours is 1 class hour to 6.2 ward hours.

High school graduates who meet specified subject and grade requirements are admitted but preparation beyond high school is encouraged. Forty percent of the 290 students now enrolled have one or more years of college.

The interest in some pre-nursing college preparation seems to be increasing. With this is growing the interest in securing both the diploma in nursing and a college degree.

The problem

Can a college affiliation be secured which will assure the student a sound educational preparation for nursing, enable her to secure a degree and at the same time allow the M G. H. School of Nursing to maintain its autonomy?

A suggestion

The five year combined liberal arts and nursing course has been tried now in several schools with considerable success. Two curriculum patterns are most frequently employed.

Years	Pattern I	Years	Pattern II
1st	College	1st	College
	Summer Session in Nursing		
2nd	College	2nd	College
	Summer Session in Nursing		
3rd	College Nursing School	3rd	Nursing School
4th	Nursing School (Cal. year)	4th	Nursing School
5th	Nursing School College	5th	Nursing School

Would Radcliffe or Harvard consider admitting pre-nursing students?

Would the college consider any plan whereby these same students would be granted a degree allowing credit for courses and clinical practice in the nursing school?

DISCUSSION RELATIVE TO A COMPREHENSIVE REVIEW OF NURSING

The current situation

The nurses effect at K. G. H. is a three year course. The curriculum is composed entirely of professional subjects. All science are taught as applied sciences. The average ratio of class hours to ward practice hours is 1 class hour to 6.2 ward hours.

High school graduates who meet specified subject and grade requirements are admitted but occupation beyond high school is encouraged. Forty percent of the 250 students now enrolled have one or more years of college.

The interest in more pre-nursing college preparation seems to be increasing. With this is growing the interest in nursing both the diploma in nursing and a college degree.

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4th	Nursing School (Sci. year)	4th	Nursing School
5th	Nursing School College	5th	Nursing School

Would Mr. Hartwig or Miss Wood consider submitting pre-nursing curriculum?

Could the college consider any plan whereby there some students would be granted a degree allowing credit for courses and clinical practice in the nursing school?

Ruth Sleeper Hamburley

1942

Jan - Approved hospitals on Long Island c̄ BS in Nursing
Adelphi College
2 semesters college, 2 yrs hospital
1 year college

Allentown Hosp. Pa c̄ Cedar Crest College BS
2 years college, 3 years nursing

Galesburg Cottage Hospital c̄ Knox College Ill. B.S.
Illinois.

Feb - Hospitals around Keuka Park area of NY State B.S.
with Keuka College - 2 semesters (and
1 summer study in nursing) 2 years
nursing, 1 year college

Ford and Harper with Wayne in B.S
Detroit 2 years college, 2 years nursing

May Hospitals of Oneonta + Oneida NY with
Hartwick College

Staten Island + Richmond Memorial with
Wagner College

University Hospital and Syracuse Memorial with University of Syracuse

St Clares Hospital NYC and Manhattanville College

St Vincents + others with College of Mt St Vincent

Central Maine General c̄ Bates College

June Central Maine General c̄ Colby College
2 ½ yrs Colby, 2 4 months nurs, 1 term Colby
Johns Hopkins c̄ Hood College BS
2 years Hood, 3 years Hopkins

July Russell Sage reorganizes to accept, 2 yr+ college grad. in addition to HS students

Aug William Backus Hosp. c̄ Univ. of Conn.
clinical plan complete
2 ½ yrs college, 30 months hospital

St Lukes Cleveland, Presb. Pittsburg Pa c̄ B.S.
Allegheny College, Meadville, Pa

Medical College of Virginia, to give degree B.S
to students enrolling 60 hours satisfactory
college work

Sept -

1942

Jan Cleveland Sch. of nursing of Huron Road Hosp. c̄ Fenn College
9/4 at college, 27 months hosp. + vac. B.S. + dip.
Similar to St Lukes program c̄ Fenn.

Feb University of Utah – c̄ Latter Day Saints, St Marks,
and Salt Lake General Hospital of Salt Lake City
2 years Univ – 3 years nursing school B.S. + dip.

March New York Hospital c̄ Cornell University B.S. in Nursing
2 years or more of acceptable college – 3 yrs nursing sch.

July Bellevue with N.Y. University
Division of Nursing in College of Medicine B.S.
2 years College – 3 years nursing

Aug. Skidmore reorganizes taking in addition to
H.S. graduates, college undergraduates and
graduates

Oct. Charity, Flint Goodrich, N. Orleans with Dillard
University 2 years College pre nursing

Deaconess c̄ St Lukes Spokane, Wash with
State College of Washington B.S.
4 semesters at college – pre nursing

Voted by Advisory Com to School June 42 that school

Approach - Hard Dec 42 -

Approach Summer 7/5/41 -

MIT 6/15/44

— — Informal Med Sch 6/12/41 - re med sch. Rad + MGH.

— on rec. of Pres Conant

Approach Wellesley 6/26/44 — — — — —

BU 10/4/44

Dec. 9, 1942

MEETING OF THE SPECIAL COMMITTEE TO CONSIDER AN AFFILIATION WITH AN EDUCATIONAL INSTITUTION

PROLOGUE

At a meeting of the Advisory Committee to the School of Nursing held June 26, 1942, I presented the following recommendations for consideration:

1. That this School seek an affiliation with an educational institution which has power to grant an academic degree to the graduates of this School.

2. That the first approach be made with the proper authorities at Harvard University.

3. That this approach be made after a Committee has been appointed and given time to study the various factors involved in such an affiliation.

In the absence of Miss Dumaine, Mr. Gray was Acting Chairman. A committee was appointed to study the recommendations. Members are Mr. Gray, Miss Dumaine, Dr. Means, Miss Mezick, Mrs. Homans, and, ex officio, Dr. Faxon, Miss Johnson, and Miss Sleeper.

This recommendation was presented to the Board of Trustees and on June 26, 1942, the trustees

VOTED: That the action suggested in the vote of the Advisory Committee be approved subject to a report of the special committee to the full Board.

The following months were crowded with extra work relative to the admission of a summer class, the efforts made to admit a large fall class, the extreme shortage of nurses at the Baker Memorial, studies required for the adjustment of salaries, the preparation of the 1943 Budget, and the analysis of the curriculum and report of that analysis to a special committee of the Advisory Committee.

During these months we heard rumblings of the creation of a University School at Clark University in Worcester, and another at the Connecticut University. During these months, however, we heard little of plans for government-supported collegiate schools in New England.

On November 30, Miss Sleeper, as Special Consultant to the Nursing Committee of the United States Public Health Service, received a letter from the Senior Consultant in Nursing Education of the United States Public Health Service. In this letter we were told that a representative of her committee would come to New England on December 14th to consult with Miss Sleeper before studying the possibility of establishment of collegiate schools of nursing through a centralization of local facilities. This consultant, Miss Jenney,

is planning to visit Bates College, Colby College, Clark University, Boston University, and the University of Connecticut (in Storrs, near Willimantic). This letter made us spring into action.

It was our opinion that we could not delay taking up the matter of affiliation with Harvard University with our Committee to study AFFILIATION WITH NONCOLLEGIAL INSTITUTIONS. It was our opinion that an approach must be made even before the study of costs and before tentative plans of organization were made.

PURPOSE OF THIS MEETING

The purpose of this meeting is to survey the material which will be presented by Miss Hooper as the basis for a recommendation from this committee to the full Board of Trustees on Friday morning, December 12th.

R Sleeper
? 1942

Why are we convinced that our need for a university affiliation is urgent?

1. The School is losing its supply of good applicants, i.e., applicants with maturity, with preparation beyond high school, with good average social background. This is because -
   a. Young women with ability in nursing wish education and educational recognition equal to women in other vocations.
      Note: Home economics, library science, secretarial science, physical education.
   b. In the past eighteen months, twenty-four collegiate affiliations have been made by nursing schools outside of Massachusetts. Seven of these were in New York State, one in Vermont, two in Maine, one in Connecticut. Four schools in Massachusetts are in the process of working out such affiliations, bringing the New England total to eleven.
      Note: Worcester Memorial Hospital with Clarke University, North Adams Hospital with North Adams State Teachers College, Burbank Hospital with Fitchburg State Teachers, a Boston hospital school of nursing not yet announced with Boston University.
      Johns Hopkins Hospital is now the only other hospital school of nursing which has not yet established a university affiliation. As soon as plans can be completed, the Hopkins School will join with Johns Hopkins University.
      In all there are approximately 115-120 nursing schools affiliated with colleges and universities.
      Some of the affiliations are: Bellevue Hospital School with New York University; New York Hospital School with Cornell University; Presbyterian School with Columbia University; Lakeside Hospital School with Western Reserve University; Albany Hospital School with Russell Sage College; Postgraduate Hospital School, N. Y., with Skidmore College. Many state universities have joined with neighboring hospital schools. Simmons College established its own school.
   c. Russell Sage and Skidmore Colleges, which formerly admitted only high school graduates, have modified their entrance requirements to admit applicants with two years of college to the degree course in nursing.
   d. Mature, well prepared applicants tend to select the school of nursing which offers a broad practice program.
      Only approximately 1/15 of the M. G. H. students now have the affiliation in public health nursing.
      Only approximately 3/5 of the M. G. H. students today have experience in psychiatric nursing either at McLean or in the home Hospital.
      Note: There will be great need of basic preparation in public health nursing and psychiatric nursing in the post-war health program.

e. Where communities possess schools which offer opportunities and recognition not given at M. G. H., applicants tend to remain in their own communities.

In the past it has been common for this School to draw approximately 6 - 8% of its pupils from New York State, 3 - 4% from Vermont, 6 - 10% from Maine, 3 - 5% from Rhode Island and Connecticut, and 3 - 5% from more distant states. There has been an increasing decline in enrollment of applicants outside Massachusetts. Just now this may be accentuated by the war, but nevertheless, it is true that applicants are remaining in their home states and more Massachusetts girls are going out of the State to attend the schools of nursing with academic affiliations. It is also probable that Worcester, North Adams, and Fitchburg girls may remain in their home towns to enter the local college - hospital school.

f. Graduates from the collegiate schools are better prepared to assume the positions of leadership.

In our own School today we have 6 faculty members who are graduates of other schools. Three of these women are from schools now affiliated with educational institutions. These appointments were made to the faculty because M. G. H. nurses with equal qualifications were not available.

The fact that we now employ several head nurses who are not graduates of M .G. H. is due only in part to the war.

g. The diploma of a hospital school is no longer enough. The nurse today, whether in the hospital or public health field, must be prepared to carry her share of the community health program. This necessitates a background in the social sciences. She must be able to work on the same educational plane as her co-workers in the medical science field, the social worker, the dietitian, the physiotherapist. This necessitates a better preparation in general education than a hospital school can offer. To be sure, the graduate nurse may secure her college preparation after graduation from nursing school, but to do so places the foundation of her educational preparation in her postgraduate course rather than in her pre-nursing study; it narrows her ability both to learn and contribute most during her nursing course; and it postpones the time after graduation when she can give full attention to nursing.

h. The importance of a large, well-known hospital school is growing less because smaller schools have improved their programs and the opportunities for postgraduate study for all nurses are increasing. Many students and their families prefer the good small school just as many families prefer the good small college for their daughters.

p 3
R Sleeper
?1942

Why do we wish to secure the university affiliation with Radcliffe or Harvard?

It would seem that the School of Nursing should be a part of the same educational institution to which the Medical School belongs. The students of Harvard Medical School receive much of their clinical instruction in this hospital. The majority of the internes and residents are from this Medical School, as are the majority of the members of the Medical Staff and the younger physicians who teach in the School of Nursing.

It would seem, further, that such an inter-relationship would tend to foster common policies and practices and develop common interests and loyalties that would be of benefit to all concerned: Medical School, Nursing School, and Hospital.

Dec. 9, 1942

MATERIALS TO BE PRESENT TO THE TRUSTEES
FOR THE APPROACH TO MR. CONANT

THE REASON FOR THIS APPROACH TO HARVARD UNIVERSITY

The Officers and Faculty of the School of Nursing of the Massachusetts General Hospital have for some time felt the need of a university affiliation. Because the Hospital is most closely associated with Harvard University, and because many of the members of the Harvard Medical School Faculty are also part-time instructors in the School of Nursing, it seemed logical that the first approach to a college should be to the one with which the School was most closely associated, Harvard University.

THE NEED FOR A UNIVERSITY AFFILIATION FOR THE SCHOOL OF NURSING

The realization that the School of Nursing could not continue on a sound educational basis without some direct guidance from an educational institution is of long standing. Most other hospital schools of nursing with com parable standing have already made the change. The New Haven School has become the Yale University School; the Presbyterian in New York is the Division of Nursing in the College of Physicians and Surgeons; the New York Hospital School of Nursing is now a school within Cornell University; Bellevue Hospital School of Nursing is now a division of New York University Medical School; Lakeside Hospital School in Cleveland has become an independent school in Western Reserve University; Johns Hopkins School of Nursing has a close relationship with the Johns Hopkins University and is studying the possibility of a closer affiliation.

Since its inception in 1873, until recently, the Massachusetts General Hospital School has maintained a place of leadership. It has provided teachers and administrators for schools of nursing in all states of the Union and in many countries abroad. It has given the basic education to many leaders in the field of public health nursing. Today the proportion of its graduates prepared for such positions is decreasing. Developments in general education, medical science, health education, and community services demand a nurse with a broader general and professional preparation than the hospital school of nursing can give without association with a frankly educational institution. It is true that the superior student or the good student entering the School of Nursing with advanced preparation may still progress to positions of leadership. But the student with two years of college more often today chooses to enter a collegiate school of nursing where she can be assured an education comparable in opportunities for personal and professional growth to that offered to women in other professions.

THE SUPPLY AND DEMAND FOR COLLEGE-TRAINED NURSES

There are 1300 schools of nursing in the United States today, approximately 100 of which have some type of University relationship. In spite of this rapid development there seems no probability of an oversupply of the college-trained nurses. In 1941, only 6%, or approximately 1500 of the 25,900 nurses graduated, were from well-established university schools. The existing

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THE WORD FROM A UNIVERSITY AFFILIATION FOR THE SCHOOL OF NURSING

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collegiate schools of nursing in New England, even when supplemented by those in eastern New York State, are inadequate to meet the demands for teaching, supervisory, or administrative positions. Simmons College first offered a 5-year degress program in nursing in 1917. The Yale University School which began with a two year college entrance requirement in 1923 was reorganized in 1935 to admit only college graduates and grant only the master's degree in nursing. During the past few years, Pembroke College and the Universities of Maine and New Hampshire have offered pre-nursing courses. The University of Connecticut first announced such a plan in 1942.

THE READINESS OF THE MASSACHUSETTS GENERAL HOSPITAL SCHOOL FOR UNIVERSITY AFFILIATION

The Clinical Field

A school of nursing differs from other professional schools in that the student secures a kind of internship while she receives her basic instruction. Unless the clinical preparation is broad and strong, the course cannot be educationally sound regardless of the excellence of the pre-professional study. The Massachusetts General Hospital provides one of the outstanding practice fields for nursing in New England, superior to that provided for any of the existing collegiate schools.

The Faculty Preparation

The Massachusetts General Hospital School of Nursing has a nursing faculty capable of planning and teaching a curriculum for students with preparation beyond high school. In addition to instructors in medical science, it is privileged to have the services of women with rich backgrounds of preparation and experience in the related fields of social service and dietetics. Of the 325 students now in the School, 8% are college graduates and 30+% more have one or two years of college preparation. The School also receives affiliating students from the Simmons College School of Nursing for one year of instruction and clinical practice in medical and surgical nursing. All of these students have completed 2½ years at Simmons College before beginning the affiliation.

The Curriculum

The curriculum now in operation is the result of constant study and revision. Graduates of the School may be licensed to practice in every state of the Union. Alumnae without previous college study are granted approximately 1½ years advanced standing in colleges where a nursing major is offered. Some of these colleges are Simmons College, Boston University School of Education, Teachers College in Columbia University, Western Reserve University and the University of Chicago. Although this college credit has enabled the School to draw many applicants with some college preparation, it does not make up for the inability to give a broad general program or to award a degree on completion of the course. The student in a university school of nursing receives both a diploma in nursing and a degree at the end of 5 years' study. The student with two years of college who enters the Massachusetts General School must remain in the nursing school for three years in order to secure her diploma. (This is a requirement of the State Board of Registration of Nurses.) She will be required to add at least 1 year and perhaps more of college study to secure a degree. She thereby spends 6 or more years in the acquisition of her diploma and degree.

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THE BENEFIT OF A UNIVERSITY AFFILIATION TO OTHER HOSPITAL GROUPS ASSOCIATED WITH THE SCHOOL

The standards maintained by a school of nursing influence all other professional groups working or studying in the hospital. A school which admits only applicants with meager educational background will produce a graduate nursing service with limited ability to keep pace with associated professional groups of higher educational status. In the Massachusetts General Hospital, the dietetic, social service and medical groups are largely dependent for good internship and good professional practice upon the standard set by the nursing school and nursing service. Unless the nursing school can continue to attract a goodly number of students of the right educational and personal calibre, the Hospital cannot provide the best practice field. Such a lack will affect most adversely the experience of medical students and interns since medicine and nursing are most closely associated. A member of the Yale Corporation states that the Yale School of Nursing has been a real asset to Yale University and especially to the Medical School. Closer association of medical student and nursing student in education has resulted and will result in more mutual respect for the other's knowledge and ability and more effective coordination of medical and nursing practice.

THE NEED FOR BOTH THREE YEAR AND FIVE YEAR COURSES

Because of the national and civilian needs today, including the need of the Massachusetts General Hospital, it is impossible to consider any plan which would decrease enrollment in the School of Nursing. The three-year diploma course which will supply nurses most rapidly for hospital, civilian, and army service must be continued and in so far as possible the enrollment in this diploma course must be increased. The university affiliation is sought as a means of attracting another group of students who can continue in teaching, supervision, and other positions of leadership. With the great development of nursing schools under the pressure of the war, with the new developments which are constantly added in medical science and with the need for more highly trained workers for post-war rehabilitation, the urgency of a university affiliation is only the more strongly emphasized now. We cannot conscientiously lay the project aside until the present national emergency has passed. May we ask you to consider an affiliation between Harvard University and the Massachusetts General Hospital School of Nursing and may we have the privilege of discussing the matter with you?

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RADCLIFFE COLLEGE
CAMBRIDGE, MASSACHUSETTS

OFFICE OF THE PRESIDENT

file R.

December 17, 1942

Dear Miss Johnson:

I hope this covers the ground you had in mind.

Best wishes to you in your endeavor.

Sincerely yours,

Agnes L. Cornelock

Miss Sally Johnson
Nurses' Training School
Massachusetts General Hospital
Boston, Massachusetts

RADCLIFFE COLLEGE
CAMBRIDGE, MASSACHUSETTS

OFFICE OF THE PRESIDENT

December 17, 1942

A long time ago Miss Johnson, Miss Hall, and other representatives of the training schools for nurses in the Massachusetts General and the Peter Bent Brigham hospitals convinced me that unusual facilities existed here for giving nurses' training of such thoroughness and on such a level as to be worthy of a degree. The questions are those of program and organization and of responsibility for the granting of the degree. It has been suggested a number of times that Radcliffe College should be the degree-granting institution and should assume responsibility for the academic part of the training program. Under the Radcliffe charter the giving of such a degree, unless Harvard also gave one, would be impossible. If, however, a nurses' training school should be established in connection with the Harvard Medical School, Radcliffe would, I feel sure, be glad to open its courses to students enrolled as candidates for the degree and to give whatever other cooperation lay within its power.

1-203 : 1FA2a – Academic and Clinical Relationships School of Nursing